

This dissertation is concerned on visual literacy and the usage of photograph.

The theoretical part shows different views on photographs. Photograph is described by psychologists, sociologists, journalists and as a picture material and research task.

The practical part is based on classification of visual literacy. At first the author judges the literacy on a model example and afterwards he does research based on his own questionnaire. The questionnaire is divided into four packs of questions.

The first pack introduces the research to the respondents and states their gender, age and education. The other three packs are filled with questions tied with certain photographs. The individual questions are mostly divided into two parts, the first part seeks for a concrete answer and the second part asks the respondents to explain the way they found their answers.

The study has the nature of a pilot project that verifies the dependance of visual literacy, or more precisely validity of answers, according to education, age, gender and field of study. Based on the respondents' answers their ways of perception, reading, interpretation and further work with information contained in the photographs are investigated.

The addenda contain some examples of exercises that can be used to practice the work with photographs.